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| Subject: ELA | **Teacher:** | | | | **Grade Level: 4** | | **Date(s): September 12 – September 16** | | | |
| **I Can Statements & Learning Targets (I can……..):**   * I can determine the difference between theme and main idea. * I can use details to determine the main idea. * I can summarize text. * I can identify story elements to understand the text. * I can use vocabulary from the text to help me understand the text. | | | | | | | | | | |
| **Content: NC ScoS**  **RL 4.2, RL 4.3, RI 4.2, RF 4.3, RF 4.3, RF 4.4, W 4.4, SL 4.1 a, L 4.2a, L 4.4a**  **Week 3 Grammar Focus: Correct Capitalization; Context as a clue to meaning of a word** | | | | | **Technology Standards & Resources:**  **4.SI.1.1; 4.TT.1.2; 4.TT.1.3**  Utilize/Search Smartboard Exchange to enhance whole group lessons.  Great Examples of Formative Assessments to embed throughout: <http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html> | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?)  What is the difference between theme and main idea?  How do authors use story elements to raise questions and influence our thinking?  How can supporting details help a reader determine the main idea of a text? How is the main idea used to help readers summarize? | | | | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.)  What’s the main idea? Theme?  (Analyze)  Can you explain what must have happened when …?  (Analyze)  What do you think about …?  (Evaluate) | | | | | |
| **Vocabulary:**  Academic/Content  theme, main idea, summarizing, details, big idea, central idea, concept, sequence, events | | | | | **Teacher Resources:**  **The Common Core Lesson Book K-5** by Owocki  [www.readingaz.com](http://www.readingaz.com); [www.readworks.org](http://www.readworks.org); www.achievethecore.org  Suggested Read Aloud Books:  Tales of the 4th grade Nothing, Judy Blume  Holes, by Louis Sachar  The Legend of the Indian Paintbrush, Tomie DePaola  I’m in Charge of Celebrations, Byrd Baylor  The Mud Pony, Caron Lee Cohen  (See Figure RL 2.2 on p. 24 Common Core Book) | | | | | |
| **Monday**  **Subject Integration:** | **Whole Group**  Teach and review theme- use powerpoint link- <https://learnzillion.com/lessons/924-determine-the-theme-of-a-story>  Have student turn and talk and share books or movies they’ve read or seen that have a theme.  Common Topics for themes: courage, dreams, fears, friendship,love, family, hard work, never give up,acceptance, achievement  Create an anchor chart on identifying theme and list themes to refer to. Make students understand the author usually leaves it up to us to infer or figure it out ourselves. Choose text, such as Tales of the 4th grade Nothing, The Legend of the Indian Paintbrush or Chrysanthemum by Kevin Henkes. Introduce text and the concept. Read aloud text for first read. | | | **Small Group**  Introduce Read to Someone. Teacher selected texts for students to read. Suggestions:  • Terrible Things by Eve Bunting  • A Bad Case of Stripes by David Shannon  • Mr. Peabody's Apples by Madonna  • The Wump World by Bill Peet  • Thank You, Mr. Falker by Patricia Polacco  • Weslandia by Paul Fleischman  • The Frog Prince, Continued by Jon Scieszka  • Smoky Night by Eve Bunting  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)**  **Guided Reading Focus for the Week:**  **Decoding, Summarizing, Making Inferences, Identifying Theme, Identifying Main Idea.** | | | | | **Independent Work**  Have students pair read and infer a possible theme for what they read. Record on [www.padlet.com](http://www.padlet.com) to post on smartboard or on sticky note and place on chart. They must: record title of book and possible theme. Then have a class discussion and analyze themes inferred.  \*Focus and/or pay attention to what the key character(s) are learning- or should be learning- because this often provides insight into possible themes. | |
| **Tuesday**  **Subject Integration:** | **Whole Group**  Reread text and allow time for conversation. Let students know that after the reading, you will work together to summarize the key ideas and details.  Use a graphic organizer (choose one from p.26-28 Common Core book) to guide the summary and help students understand what to include in a summary. | | | **Small Group**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)** | | | | | **Independent Work**  Tell students they will summarize the piece using graphic organizer modeled in whole group lesson. Ask questions, What do we think is the central message or theme? Remember that the author usually leaves it up to us to infer the theme. Complete graphic organizer. Share out.  \***Use graphic organizer for formative assessment**. | |
| **Wednesday**  **Subject Integration:** | **Whole Group**  Gather a set of stories for students to read or discuss with peers- Reading A-Z is a good resource. Other resources are fables: The Ugly Duckling, Tortoise and the Hare, Wizard of Oz, The Midas Touch. (Make sure texts have clear problem-solution sequence and a strong central message or theme). You can choose a text to read aloud to class and provide 1 copy for each group of students or students can be given different texts they will work on independently together. | | | **Small Group**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)** | | | | | **Independent Work**  Mapping in Teams (refer to p. 32 Common Core book) Arrange 2-3 students who are reading same text that is rich with tight plots and characters who are in need of learning a lesson to reconstruct story using a graphic organizer (refer to graphic organizers). Observe their work to see if coaching is needed in identifying themes, and pulling out the big ideas and details (**Formative Assessment- Teacher Observation).** | |
| **Thursday**  **Subject Integration:** | **Whole Group**  Arrange for small groups to come together to discuss the text you’ve been reading this week. Using notecards, give students a guiding prompt or assignment such as retell the story or determine the theme of the piece, or give 3 key events/scenes that show how the central character’s actions contribute to the overall sequence of events. Use a graphic organizer or have groups decide how to present their information whether it be on a poster, a written summary, etc. After completion, organize a whole group discussion as a follow up to the group activity. | | | **Small Group**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)** | | | | | **Independent Work**  Continue from previous day. | |
| **Friday**  **Subject Integration:** | **Whole Group**  Administer CWA (Common Weekly Assessment) **Focus: RL 4.2/RI 4.2** | | | **Small Group**  \*You can meet with small group(s) such as below level students or pull students to intervene with specific skill to improve, but will have to administer a CWA (Common Weekly Assessment). Students will be prescribed one Daily 5 tasks to complete. | | | | | **Independent Work**  Celebrate Daily 5 accomplishments | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities:  <http://www.teacherspayteachers.com/Product/Comprehension-Tic-Tac-Toe-A-Reading-Center-Aligned-to-the-4th-Grade-Common-Core-755578> (Free download)  \*Game can be modified for remediation, on-target, and enrichment students. | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |
| **Daily Five Activities for the Week** | **Read to Self**  Continue to read to build stamina. Students record learning reflection in notebook.  \*Students need new books on a regular basis to keep their engagement high.  Teachers may want to require a product from the reading such as a summary, describe a character, etc.  -Classes with technology may be able to use IPads, laptops, etc during this time for additional literature. | **Read To Someone**  Have students read book and identify theme. | | | | **Listen to Reading** | | **Word Work**  Choose a word work idea from below. | | **Work on Writing**  Choose a writing idea from below. |

**Word Work Ideas:**

* FCRR Vocabulary/Phonics Activities (need to be made ahead of time). Organize in numbered folders for easy student/teacher use.
* Bulletin Board Word Walls in Classrooms:
  + Divided into 3rds: Academic Words/Content Words/Spelling Words
  + Start with sight words for spelling at each level
  + Words are switched out according to lesson plans (i.e., weekly spelling, academic and content may last longer).
* Word Tile Sorts/Word Cubes (already have in most classes)
* Words Their Way Sorts/Activities: Have the book resources-need to copy and organize.
* I-Pad Word Activities
* Word Study Cards/Sheets
  + Graphic Organizer: Word/Definition/Synonym/Antonym/Sentence/Example/Non-example

**Read-to-Self Reading Response Ideas:**

* CROP-QVS-Taught at the beginning of the year
* Students choose a letter to write response to.
  + Can be written on something motivating like:
    - Leaves/trees
    - Fish/Ocean
    - Bubble gum/Machine
  + On main part: writing reminders: Grammar/Capitalization/Punctuation
  + Student adds to growing wall of items.
  + Require \_\_\_\_\_ per week or reading?

**Read to Someone Ideas:**

* Ring of question stems
* Check mark with questions stems for younger readers

**Work on Writing Ideas:**

* Brainstorm with teachers
* Plays, Poetry, etc.
* Rich writing environment: paper, tools, pictures for inspiration, etc.
* Can be a teacher assignment from Writing Block to complete before choice of writing.
* Writing Dice….with prompts or questions to answer.
* Shared Notebooks of writing subjects.